

## **LEADERSHIP FOR KY SCHOOLS**

The Kentucky Department of Education has established a statewide system of support to develop leadership capacity at the school and district levels. Underlying the essential components of this framework are state and national standards. These standards focus on instructional leadership capacities that support instructional improvement necessary for increased student learning. Department staff will use this framework to streamline and implement its leadership programs and coordinate efforts with external leadership programs and networks to better serve Kentucky's local districts and schools in their efforts to develop leadership capacity.

All Kentucky schools are expected to reach proficiency or beyond by 2014. The ability of a school to improve teaching and learning depends greatly on the quality of leadership. To initiate and sustain meaningful school improvement, all members of the school community – students, parents, teachers, administrators, and others – must share and own leadership, but the key leadership positions are the principalship and superintendency. Neither the principal nor the superintendent can assume all leadership responsibilities. Leadership must focus on inspiring and enlisting all stakeholders to become leaders. Educators will need support and guidance to develop the leadership capacity necessary to realize the benefits of a model of shared leadership. To this end, policy makers at the school, district, and state levels must be intentional and deliberate about providing a system of support and guidance for a school culture that values continuous renewal of knowledge and leadership skills of all stakeholders.

According to the Southern Regional Education Board's *Leadership Matters*, "building leadership capacity means using effort to elicit effort from others." Thus, leadership could be defined as any member of the school or district community who elicits effort from others. *Leadership Matters* outlines three specific strategies that leadership can apply to promote learning at all levels – classroom, school, district, and community: (1) model learning; (2) provide compelling reasons for others to learn; and (3) create a coaching environment for continuous growth. (SREB, 2001)

## **SCHOOL AND DISTRICT LEADERSHIP**

In Kentucky, educational leadership will be defined by the *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders* and the *Kentucky Standards and Indicators for School Improvement (SISI)*, focusing particular attention on Standard 7: Leadership. Standard 7 defines specific indicators that the Kentucky Department of Education uses to assess the effectiveness of leadership. It should be noted that the ISLLC Standards are embedded within Standard 7 of the SISI.

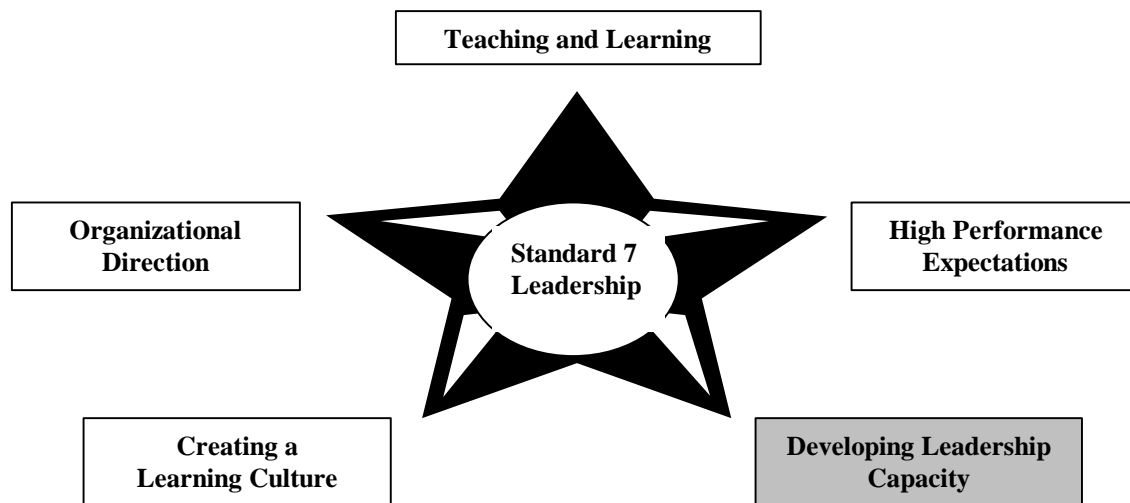
School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

- a. Leadership has developed and sustained a shared vision.
- b. Leadership decisions are focused on student academic performance and are data-driven and collaborative.
- c. There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.
- d. There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.
- e. Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public schools.
- f. Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.
- g. Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.
- h. The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.
- i. Leadership provides a process for the development and the implementation of council policy based on anticipated needs.
- j. There is evidence that the SBDM council has an intentional focus on student academic performance.
- k. There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.



## **FRAMEWORK**

This document provides a conceptual framework for **developing leadership capacity** in the Commonwealth. The framework will guide the work of the Kentucky Department of Education in its efforts to streamline and implement its leadership programs and coordinate efforts with external leadership programs and networks to better serve Kentucky's local districts and schools in their efforts to develop leadership capacity. School/district instructional decisions focus on support for (1) teaching and learning, (2) organizational direction, (3) high performance expectations, (4) creating a learning culture, and (5) **developing leadership capacity**.



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